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ABSTRACT

Designed to be used by secondary students, this booklet is meant to help students become aware of and consider vocational education programs which are nontraditional for their sex. The major sections encourage students to (1) explore their interests; (2) consider the role in their lives of paid work outside the home; (3) think about the work they will do inside the home; (4) evaluate whether vocational education courses which are not traditional for their sex may offer them a way of pursuing their interests or gaining skills they need to work inside and outside their homes; and (5) become familiar with their legal rights to nondiscrimination and equal treatment in schools and employment. Each section contains information for students to consider, questions for them to answer and think about, and suggestions for actions they may take to explore various issues further. Black and white photographs and sketches illustrate the booklet. Numerous inventories, checklists, and questionnaires are included. (Author/LMS)

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TRY IT, YOU'LL LIKE IT!

A Student's Introduction To Nonsexist Vocational Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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How to Use This Booklet

If you are a female or a male, this booklet is for you.

Try It, You'll Like It! is a collection of thoughts, information, and questions designed to help you think about some new alternatives — alternatives in "nonsexist vocational education" or in vocational education courses which are not traditional for your sex. It isn't designed to tell you what to do; it's designed to help you:

- explore your interests
- consider the role in your life of paid work outside the home
- think about the work you'll do inside the home
- evaluate whether vocational education courses which are not traditional for your sex may offer you a way of pursuing your interests or gaining skills you need for work inside and outside your home
- become familiar with your legal rights to nondiscrimination and equal treatment in schools and employment

You are living at a time when people's ideas about the "right" roles for women and men are changing. Today, you have the freedom to choose what's right for you. You can reexamine sex stereotyped ideas of "femininity" and "masculinity" to discover the interests, education programs, and careers which fit your needs, whether they are traditional or nontraditional for your sex. You can use **Try It, You'll Like It!** to help you in getting started in the process.

You can use **Try It, You'll Like It!** by reading and doing the suggested activities by yourself, or you may want to use it and discuss it with friends, in classes, in guidance groups, or in other organizations. It's up to you.

Try It, You'll Like It! has seven major sections:

- introductory material, which begins on page 2
- "Exploring Your Interests," which begins on page 10
- "Working Outside Your Home," which begins on page 14
- "Working Inside Your Home," which begins on page 32
- "Exploring Vocational Education," which begins on page 38
- "Knowing Your Legal Rights," which begins on page 48
- "Getting It All Together," which begins on page 54

Each one contains some information for you to consider, some questions for you to answer and think about, and some suggestions for actions you may take to explore various issues further. Although you may wish to spend more time on some sections than others, you'll probably find it most useful to begin at the beginning and go through the sections in sequence.

We hope that this booklet will help you to try out new things and look at familiar things in new ways. Try it, who knows? You might like it!

Angie is taking a course in electronics

Zakiya is studying bricklaying

Joe is in a child development class

Randy, Tyrone, Kevin, and Yvette are learning about horticulture

Maria and Eric are in their second unit of food production

Esther, Felipé, Andy, and Scott are studying surveying

Tanya is receiving training in environmental technology

Walter is learning typing and secretarial skills

What do you notice about these students?

Most of these students are taking vocational education courses which only a few years ago would have been unusual for persons of their sex. They are in programs which were once almost all male or all female but which are now attracting students of both sexes.

It used to be that vocational education programs offered home economics and secretarial courses for girls and crafts and trade courses for boys. Girls were prepared to work in the home, or to work for pay briefly before marriage. Boys were prepared to work outside the home in "men only" jobs. Most students in vocational education did not continue their education beyond the high school level.

In this old system, both females and males were taught stereotypes. They learned to believe that all females shared "feminine" interests and abilities while all males shared a different set of "masculine" interests and abilities. They learned that because they were female or male they were expected to take courses in school which were appropriate to their sex and to work as adults in jobs which were appropriate to their sex.

Today, things are beginning to change. Although some people still believe in the old sex stereotypes many people are deciding that these stereotypes aren't right for them.
For example:

Females are 11% of all students studying agriculture

Females and males are taking courses in the distribution of goods and services in almost equal numbers

Males are 17% of all students enrolled in consumer and homemaking programs

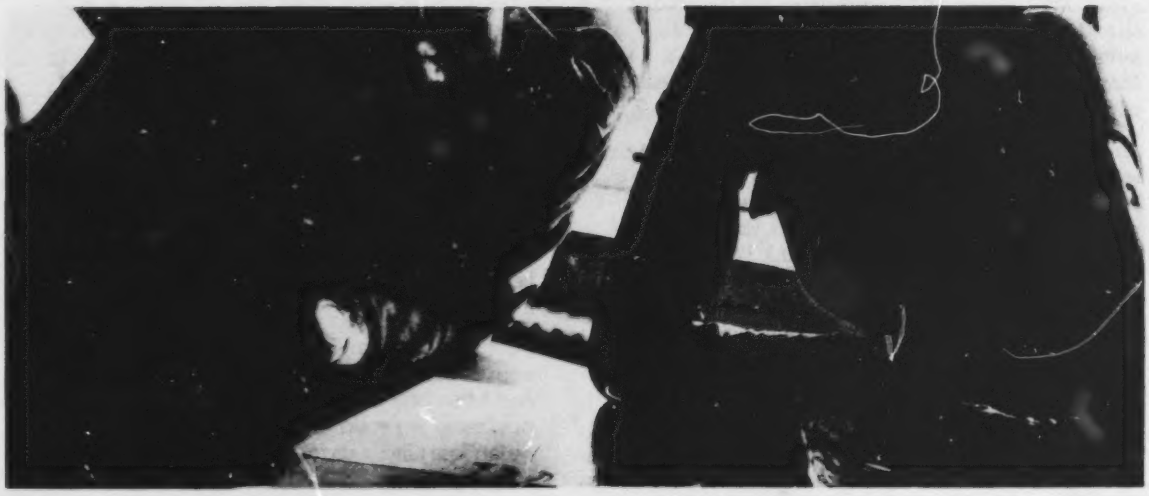
Males are 25% of all students training for secretarial and office occupations

Females are 10% of all students taking courses preparing for technical occupations

Females are 13% of all students enrolled in trade and industrial education programs

Many students are taking vocational education courses in both high school and college, and many students are taking both vocational education and academic programs

Why?



Find out from some of the people who know.

Angie:

I enrolled in an electronics course for two reasons: first, I was just curious about electricity and how it works in everything around me, and second, I thought maybe I could learn to fix my radio.

I'm in my third electronics course now and I really love it. I've fixed my radio and several other things and I feel a lot better knowing how things work.

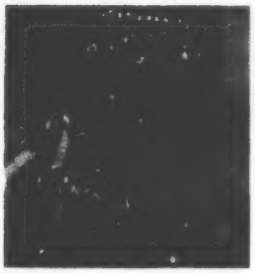
My guidance counselor asked me a few weeks ago if I wanted a career in electronics. I'm thinking about it and I may do it, but I figure even if I don't make a career of it I can do a lot of neat things for myself with what I'm learning. I feel real independent when I can fix things myself.

Joe:

When my brother and I were little my dad didn't spend much time with us and I missed him. I have a little sister now and my dad says she's Mom's responsibility "until she learns how to take care of herself." I don't think that's too good.

I'm taking child development in school so I can learn how to be a good father when I have kids of my own, and also how to take better care of my little sister now. My mom works so I spend a lot of time with my sister and I think I'm getting better with her since I've been in the class. It makes me feel proud when I can help her or the kids I work with in class learn something new.

I was pretty nervous about the class before it started (I was afraid it might be just for girls) but now I like it. Next semester some of the guys and I may take cooking so I can learn how to fix a good meal for myself or my family.



Zakiya:

I'm in an apprenticeship program training to become a bricklayer. I started thinking about bricklaying as a career when I saw a pamphlet on apprenticeship programs for women. This pamphlet said that while the average secretary earns about $140 a week, most bricklayers earn $8.00 an hour. I've seen my sister try to support three kids as a secretary and I knew that wasn't for me. Besides, I think office work is boring — I like heavy physical work.

Bricklaying is great. It's hard work but its very satisfying. It's good to see a job I've worked on take shape. The first day I went to a construction site, one of the men picked up a large cinder block and heaved it as far as he could. Then he turned to me and said "Women can't do that." Well, I picked one up and threw it farther than he did. Since then, the guys have been okay to me.

I get paid $4.00 an hour as a beginning apprentice. I'm saving a lot of it so my boyfriend and I can buy a house when we get married. My boyfriend is proud of me and I'm proud of myself — I'm learning a career I can work at my whole life.

Walter:

I'm taking typing and secretarial courses so that I can get a secretarial job when I finish high school. I don't think college is for me and I think I'd like to work in an office. I'm a good typist and I'm getting better at shorthand.

My brother is a truck driver and thinks I should be one too, but I'd rather work regular hours and with other people.

Tanya:

As soon as I graduated from college I got married. I had a degree in biology but I couldn't find a job except as a salesperson. I worked as a salesperson until I became pregnant but then I quit because I didn't like it.

My baby is a year old now and I want to go back to work. I've found a woman to take good care of her and we need the money I can earn.

I've entered a program in the technical institute in my community and I'm training to be an environmental technician. This technical training builds on my biology degree and I think it will help me to get started on a career I'll enjoy.

These students are taking vocational education courses which are not traditional to their sex for three reasons:

1. Vocational education courses can give both females and males a chance to explore their interests (think of Angie and her interest in electricity) and to learn skills which they can enjoy and use to make their lives easier (how to fix a radio, repair a leaky faucet, or change the oil in a car)

2. Vocational education courses can give both females and males a chance to develop the skills they need for secure and meaningful careers of paid work outside their homes (remember Zakiya training as a bricklayer and Walter preparing for a secretarial career)

3. Vocational education courses can give both females and males a chance to learn the skills they need to work inside their homes caring physically and emotionally for themselves and their families (think of Joe learning to care for children and to cook meals for himself and his family)

These students recognize that in today's world, interests, careers, and family responsibilities need no longer be linked to being female or male. They know that:

- all individuals need to identify their own interests, abilities, and needs without being limited by stereotyped ideas of "femininity" or "masculinity"
- both women and men need to be prepared to do paid work outside the home, work which can provide them with economic security, personal satisfaction, and a way of contributing to the world outside their families
- both men and women need to be prepared to work inside their homes, to provide for their own food, clothing, and shelter and for the physical and emotional well-being of others they live with or care about
- vocational education courses can offer any individual valuable skills; both females and males may find their interests and needs met by vocational education courses which are not traditional for their sex
- although sex discrimination and sex stereotyping still exist, both females and males have a legal right to be protected from discrimination based on sex, race, national origin, or handicap in education programs and in employment

They've tried vocational education courses which are not traditional for their sex and found that they like them.

How about you? Should you take vocational education courses which are not traditional for your sex? Before you answer, consider the following questions:

Have you taken time to identify your own interests, abilities, and needs and to make sure you aren't limited by a sex stereotyped view of yourself?

Do you know about the roles of both women and men in the paid work force and have you thought about paid work in your life and the skills you will need to do it?

Have you considered the various types of work that need to be done inside a home or a family and whether or not you have the skills you need for this work?

Have you explored the vocational education courses which are available to you to help you develop the skills you need?

Do you know your legal rights for nondiscrimination in schools and in employment and the steps you can take to protect your rights?

The rest of this booklet will help you to begin to think about each of these questions and to identify some of the actions you can take to help you to get the answers that are right for you.

Exploring Your Interests

How much do you know about your own interests and abilities? Have you ever thought that sex stereotypes might be limiting your interests or activities? Are there vocational education courses which might be interesting to you even though they've traditionally been mainly for students of the opposite sex?

Many people decide what their interests and abilities are without ever trying a number of different things to find out. Many people also limit what they are willing to try based on what they think is "feminine" or "masculine" or on what they have seen other members of their own sex doing. Most of us learn by imitating people who seem like us or people we respect, but if we try only the things we've seen others do we may be limiting our own individuality. It may keep us from discovering things that we are good at or things that we enjoy doing.

Does this happen to you? Are your interests limited by sex stereotypes?

Identifying Your Interests

On the list on the following page, you'll find a number of activities that you might do in vocational education classes. You might do these to:

- have fun or learn new things
- learn skills for working inside your home
- learn skills for working for pay outside your home

Read the list and answer the questions about your interest and experience in each activity by marking an "X" in the columns where your answer is yes. You can make as many or as few X's as you need to: if you are interested in an activity, have tried it yourself, and have seen both women and men do it, you should make four X's in the row next to that activity, one in each column. If you aren't interested in an activity, have never tried it, or have never seen either a woman or a man do it, you don't need to mark any X's at all.

Identifying My Interests: A Checklist

	I am interested in:	I have tried:	I have seen a woman do this:	I have seen a man do this:
Growing plants, flowers, or vegetables				
Driving a truck or heavy machinery				
Arranging flowers				
Selling something to a stranger				
Learning about credit agreements				
Performing laboratory tests with chemicals				
Doing complicated arithmetic problems				
Reading an insurance policy				
Taking care of people who are ill				
Working in a hospital				
Cooking an entire meal				
Fixing up a room just the way you want it				
Taking care of a child for 24 hours				
Repairing your own clothes				
Sewing something you can use or wear				
Doing all the grocery shopping for your family for a week				
Keeping a budget				
Working with a computer				
Typing a letter				
Managing an office				
Reading or drawing a blueprint				
Tuning up an engine				
Fixing an electrical appliance				
Building something out of wood				
Giving someone a haircut				
Fixing a leaking faucet				
Working with power tools				
Making something with metal				
Working with technical instruments				

Thinking About Your Interests

Now look at your answers. Do you see any patterns?

> What interests do you have which you think are traditional for someone of your sex?
>
> What interests do you have which you think are not traditional for someone of your sex?
>
> Are you more likely to have tried activities when you've seen them done by someone of your own sex or people of both sexes than when you've only seen them done by someone of the opposite sex?

When you review the list of activities, are there any that you think one sex is naturally more suited to than the other?

> Which ones?
>
> Why?
>
> Which activities have you seen done well by persons of both sexes?

Are there any changes you would like to make in your own interest and experience patterns?

> Are there any activities you think you might be interested in that you haven't tried because you think they might not be right for someone of your sex? What are they?
>
> If you haven't tried an activity yourself, how do you know whether it interests you? Whether you're good at it?
>
> List activities usually done by the opposite sex which you think might be useful or interesting for you to learn.
>
> Which of your interests could you explore further in vocational education courses which are not traditional for your sex?

Discovering and developing your own individuality isn't a matter of automatically rejecting everything which is traditional for your sex and doing only those things which are traditional for the opposite sex. It is a matter of trying a number of different things and finding those which are right for you. The things that you do best and like best may be a mixture of traditional "feminine" and traditional "masculine" things. Only you can decide the best things for you to do, but to decide well you need to give yourself a fair chance.

Don't assume that because you are a female or a male certain activities aren't right for you or that you won't be good at them. Researchers have found that there are very few ability differences between females and males, and that those few differences which do exist describe an "average female" or an "average male," not particular individuals. You may be very good at or very interested in activities which are not "average" for your sex. That's fine, because you're not an "average" person anyway — you're you, an individual. Being good at activities which aren't traditional for your sex doesn't mean you can't also be good at activities which are traditional for your sex. Try both kinds of activities, you might like them.

Find out what's right for you. Explore your interests and abilities.

Getting More Information

How can you get more information about your interests and abilities? How can you overcome sex stereotyping?

- You can get a start by:

  going back to the checklist of your interests and experiences which appeared on page 12. Select four activities which you haven't tried and which are not traditional for your sex. In the left hand column next to each activity you've selected, write a date by which you will try it.

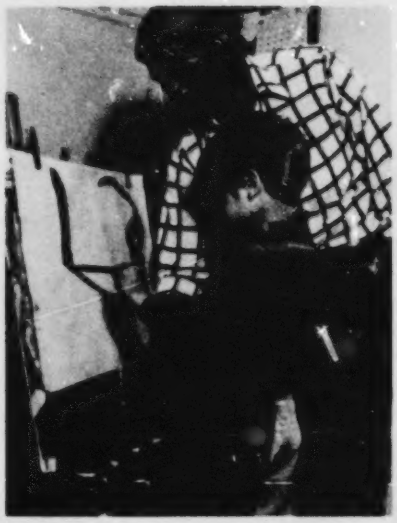
- You can also:

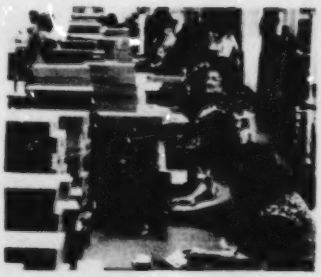
  take a career interest inventory which can help you to identify areas of interest you may not have considered (If you do this, be sure to ask your counselor or the person who gives you the test to tell you what procedures are taken to avoid sex stereotyping. For example, if the test gives you one set of scores for females and one set of scores for males, make sure that you receive both sets of scores and you discuss what they mean with your counselor.)

  talk to your friends of both sexes and ask them to help you try activities that they enjoy which you've never tried (Make sure that for every new activity you try which is traditional for your sex, you try one which is not traditional.)

WORKING OUTSIDE YOUR HOME

How much do you know about the possible role in your life of paid work outside the home? Will you work? How much money will you make? What will you do? Can vocational education courses which are not traditional for your sex help you prepare for and decide about a paid work career? Does it make a difference whether you are female or male when you think about these questions?





Just as many people assume that some interests and abilities are limited to females and others to males, many people also assume that certain types of work are "feminine" while other types of work are "masculine." "Feminine work" is usually thought of as work done inside the home and for the family — work not done for pay. "Feminine work" which may be done for pay is often thought to be limited to secretarial or clerical work, domestic work, sales work, some factory work, and such "women's professions" as teaching or nursing. "Masculine work" is usually thought of as work done for pay outside the home; it may be of many different kinds — technical work, trades or crafts, professional work, heavy physical labor, and many others. It usually pays more than "feminine work" because "men have families to support."

Do you agree with these assumptions about "feminine" and "masculine" work? Do you think they are realistic? Do you think they are fair? Do you think they are right for you?

Thinking About Paid Work In Your Life

How much have you thought about the work that you might do for pay? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

Paid Work in My Life: Where Am I Now?

When I think of my life, work that I do for pay seems to be:

_____ very far away from my life now
_____ a decision that I need to begin thinking about now

I believe that the work I do for pay will:

_____ not be very important or take very much time in my life
_____ be a very important and time consuming part of my life

I think that my paid employment is likely to be:

_____ interesting and a source of satisfaction to me
_____ not very interesting, just something I'll do to make money

I think that when I work for pay it will be in a job which is:

_____ traditional for my sex
_____ not traditional for my sex

I would like to work with:

_____ members of my own sex
_____ members of the opposite sex
_____ both females and males

I believe that I have considered:

_____ a few possible occupations
_____ a great variety of occupations

I believe that I have:

_____ very little idea of the work I would like to do for pay
_____ a good idea of the work I would like to do for pay

If I had to support myself now, I would:

_____ have trouble finding a job I would enjoy
_____ be able to do several different jobs that I would enjoy

I think that the work I would like to do will:

_____ require very little training
_____ require a fair amount of training

If I had to choose a career tomorrow, I would choose to be _____

and I would need to get the following training _____

I think that my paid work opportunities will be influenced by sex discrimination and sex stereotyping:

_____ very little, if at all
_____ to some degree
_____ a great deal

I think that the factors which will be most important to me in choosing an occupation will be:

_____ interest _____ security _____ high pay _____ prestige _____ independence
_____ excitement _____ a chance to help others or to contribute to society
_____ freedom to do things other than my occupation _____ other _____

Read back through your answers. Are you satisfied with them? Do you think that your answers would be the same if you were a member of the opposite sex? Should they be the same?

Women And Men In The Paid Work Force: What Are The Facts?

How much do you really know about women and men in the paid work force? The facts you have about women and men and paid work can influence the way you think about paid work in your life. They can affect the kinds of career goals you hold and the kinds of education you choose to prepare for your career. They may be important in helping you decide whether or not to take vocational education courses which are not traditional for your sex.

The questions below can help you find out how much you really know about women and men in the paid work force. Read each question and circle the letter of the answer you think is correct.

Women and Men In The Paid Work Force: How Much Do I Know?

1. Women make up _____ of the nation's paid work force.

   a. 22% b. 41% c. 54%

2. _____ of American women between the ages 18 and 64 are employed outside the home.

   a. 41% b. 34% c. 54%

3. _____ of American men between the ages 18 and 64 are employed outside the home.

   a. 74% b. 86% c. 91%

4. The average young woman in the United States today can expect to spend _____ years in the paid work force.

   a. 11.4 b. 22.9 c. 31.2

5. The average young man in the United States today can expect to spend _____ years in the paid work force.

   a. 36 b. 42 c. 51

6. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives.

   a. 5 b. 7.4 c. 9

7. Both husband and wife work in _____ of the nation's marriages.

   a. 35% b. 47% c. 28%

8. A woman who has children can expect to work in the paid labor force for between _____ years of her life.

   a. 5-6 b. 9-13 c. 15-25

9. _____ women have the highest labor force participation of any group of women in the United States.

   a. Asian American b. Black c. Hispanic d. Native American e. White

10. _____ out of every 10 young women now in high school will become heads of families; they will be responsible for supporting themselves and their children.

    a. 4 b. 6 c. 8

11. For every $1.00 employed men earn, employed women earn _____.

a. 95¢ b. 76¢ c. 57¢

12. The difference between the average yearly incomes of males and females working for pay has _____ over the past 20 years.

a. decreased b. increased c. remained the same

13. The median income of employed women with four years of college is _____ that of men who have completed eight years of elementary school.

a. greater than b. the same as c. less than

14. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order.

a. white males, white females, minority females, minority males
b. white males, minority males, white females, minority females
c. white males, minority females, white females, minority males

15. _____ percent of all women workers are employed in clerical occupations.

a. 11.2 b. 18.1 c. 35.0

16. The average yearly income of women employed in clerical occupations is _____.

a. $6,827 b. $8,491 c. $12,613

17. _____ percent of all men workers are employed in craft occupations.

a. 16 b. 20 c. 29

18. _____ percent of all women workers are employed in craft occupations.

a. less than 1 b. 6 c. 12

19. The average yearly income of men employed in craft occupations is _____.

a. $7,522 b. $12,028 c. $16,850

20. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest numbers of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast, _____ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations).

a. 40 b. 60 c. 70

21. There are over _____ different occupations from which a person can choose:

a. 12,000 b. 35,000 c. 52,000

22. The differences between the jobs held by women and men (and the incomes they earn) are primarily due to:

a. basic differences in the abilities of women and men
b. sex stereotyping and sex discrimination in the educational preparation of women and men and in the paid work force
c. luck

Women And Men In The Paid Work Force: Checking Your Knowledge

How much did you know about women and men in the paid work force? Compare your answers to the following facts.

Women are joining men in the paid work force in ever-increasing numbers.

- By the year 2,000, if not before, men and women will be participating in the paid work force in approximately equal numbers; today women are 41 percent of the paid work force.

- The average young woman today can expect to work outside her home for 22.9 years. She will be in the paid work force for:

  —40 years if she is single
  —30 years if she marries but has no children
  —between 15 and 25 years if she has children, depending on the number of children that she has

  The average young man today can expect to be in the paid work force for 42 years.

- Fifty-four percent of all American women between ages 18 and 64 are employed for pay outside the home; for American men of the same age group, the percentage is 91.

- 9 out of 10 young women now in high school will work for pay at some time in their lives; 6 out of 10 will work full-time outside their homes for at least 30 years.

- 47 percent of all married couples in the United States are now composed of a husband and a wife both working for pay outside the home.

- Mothers of children under six years of age are entering the work force at a more rapid rate than any other group: nearly 40 percent of mothers with children under six now work for pay outside the home.

Women, like men, are working for pay because of economic need.

- 68 percent of all women working for pay today work for economic need; they support themselves or their families, or they supplement the incomes of husbands who earn $9,000 or less a year.

- 1 out of 10 young women now in high school will become heads of families; they may be entirely responsible for their own financial support and for the support of their children.

In spite of their numbers and their economic need, women in the paid work force are concentrated in low-paying "women's jobs."

- Women working for pay full-time year round earn only 57¢ for every dollar that men earn; the difference between the average yearly incomes of males and females working for pay has increased over the past 20 years.

- In 1973, the median income of females employed full-time year round was $6,488, while the median income of males employed full-time year round was $11,306.

- The median earnings of employed women with four years of college education are less than those of employed men with eight years of education.

- Women and men tend to be concentrated in different occupational groups. For example:

  —14% of all employed men work as managers or administrators; only 5% of all employed women hold these jobs
  —35% of all employed women work in clerical occupations; 7% of employed males work in clerical positions
  —20% of all men in the paid work force are employed as skilled crafts workers; less than 1% of women in the work force are employed in crafts occupations
  —18% of all employed women are employed as service workers; only 9% of males in the labor force do service work

- The largest number of employed women work in clerical occupations; the average yearly salary of women in clerical jobs is $6,827. The next largest group of women are employed as service workers; their average yearly income is $5,046. The largest number of men are employed as craft workers; their average yearly earnings are $12,028. The second largest group of men are employed as operatives; their average yearly earnings are $10,176.

- Even in those occupational groups which employ similar numbers of women and men, women are concentrated in lower-paying jobs. For example, 7% of all employed women and 6% of all employed men work as salesworkers. Women salesworkers are most often employed in retail jobs; they earn an average of $5,168 a year. Men are most often employed in wholesale and industrial sales; their earnings average $12,523 a year.

Minority women are more likely than white women to be in the paid work force and minority workers of both sexes are more likely than white workers of their sex to be concentrated in low-paying occupations.

- In the past, minority women have had much higher rates of participation in the paid work force than white women; Black women have the longest history of work force participation of any group of women.

- Today, although rates of labor force participation by minority women vary among the different minority groups, minority women are more likely than white women to be employed for pay outside their homes.

- Minority women are less likely than white women to be employed in white collar jobs and more likely to be employed in blue collar or service jobs.

- Minority women have the lowest average incomes of all workers; the average yearly income of white males and females and minority males and females employed on a full-time year-round basis is as follows:

white males	$11,633
minority males	8,363
white females	6,544
minority females	5,772

The different paid work patterns of women and men are generally not the result of basic differences in ability; they result primarily from sex stereotyping and sex discrimination and they can be changed.

- Research shows that there are few basic differences in job-related abilities between females and males. The few differences which have been found do not seem to be important enough to make persons of one sex consistently better suited for particular jobs than persons of the other. Although most males are stronger than most females and may be better able to do jobs requiring great physical strength, the number of these jobs is rapidly decreasing. Most of the 35,000 occupations in today's work force can be done by either females or males.

- Women and men learn different work goals as a result of sex stereotyping; they learn to believe that only certain jobs are right for females and that other jobs are right for males. Sex stereotypes influence the ways in which many females and males prepare themselves for jobs or careers, and the jobs or careers in which they seek employment.

- Employers sometimes hire workers based on stereotyped ideas; they sometimes refuse to hire qualified persons in jobs which are not traditional for their sex (or race), or they sometimes pay employees of one sex less than the other for the same work. This is discrimination and it is now illegal.

Women And Men In The Paid Work Force: What Do The Facts Mean For Your Life?

How do all these facts relate to you? What do they have to do with your interests? With taking vocational education courses which are not traditional for your sex? With your life?

These facts mean that:

If you are female, you should know that

- whether or not you marry or have children, you will probably be working for pay outside your home for a large part of your life
- you may need to work to support yourself or your children, or to contribute to your family's income
- unless you prepare for paid work by deciding on an occupation which interests you and obtaining the education and training you need to prepare for it, you are more likely than a male to be limited to low-paying jobs which may not be interesting to you or provide you much chance for advancement

If you are male, you should know that

- if you marry, you may not be the only person in your family who works for pay outside your home; you are likely to have a wife who works to contribute to the economic support of your family
- as women move into the paid work force, men are likely to need to do more of the work in the home — you may need to assume responsibilities for cooking, cleaning, or caring for children
- one benefit of women's movement into the paid work force is that as women have looked for jobs which may not be traditional for them, so men have begun to move into jobs which have been traditionally female; there are new opportunities in jobs which used to be "for women only" which may fit your interests and needs

Whether you are female or male, you should know that

- traditional ideas of "feminine work" (inside the home) and "masculine work" (supporting the family economically) are no longer realistic; both females and males now work for pay outside their homes
- traditional ideas of "women's occupations" and "men's occupations" limit everyone's choices; most work in the paid work force can be done by persons of either sex who prepare and train to do it
- you should consider the full range of paid work opportunities which are open to you, both those that are traditional for your sex and those which are nontraditonal; you should select your career based on your interests, your abilities, and your needs rather than on the basis of sex stereotypes
- you should investigate the education programs which can help you prepare for the work you choose; vocational education programs which are not traditional for your sex may be one way to prepare for the paid work you would like to do
- it is your legal right to receive fair consideration for any job or training program for which you are qualified; although sex stereotyping and discrimination still exist in the paid work force and in education programs, you can change them — the law is on your side

Paid Work: What's Right For You?

How should you make decisions about the work that you will do for pay? Making decisions can be a complicated process — sometimes it's hard to know where to begin.

Think back for a minute on the students who talked about why they were taking vocational education courses nontraditional for their sex — Angie, Joe, Zakiya, Walter, and Tanya.

Which ones have made career decisions?

Which one(s) seemed to have made the best decision(s) about their careers or the work that they would do for pay?

What seemed to be the steps they used in making their decisions?

What factors seemed to be important to them in making their decisions?

Were there any differences in the factors which were important to the females and the males?

Whether you are female or male, as you make career decisions it's a good idea to do the following:

- **identify your general occupational interests — the types of activities, working conditions, and rewards you would like from your occupation**
- **explore a variety of occupations that might fit your interests and needs — both occupations which are traditional for your sex and those which are nontraditional**
- **get as much specific information about several different occupational choices as you can and then compare them — compare the activities, pay, qualifications, and benefits of each choice**
- **consider the way various occupations or careers mesh with your other interests and goals in life**

Going through these steps can help you to make occupational and career decisions which are right for you — they can keep you from "falling into" jobs just because they seem right for the "average female" or the "average male." On the following pages are some suggestions that can help you begin.

Identifying your general occupational interests.

There are many ways of learning about your occupational interests. One way to begin is to ask yourself a number of general questions about the kinds of work you think you might like to do. You might ask yourself questions like these on the following checklist.

What Do I Want in a Job?

I would like to work:

_____ **with my ideas or my mind**
_____ **with my hands or small tools**
_____ **with large machinery**
_____ **in heavy physical activity**

I would like to work:

_____ **by myself**
_____ **with other people**

If I work with other people, I would like to work:

_____ **as a member of a team of people working together**
_____ **giving directions or supervising or organizing other people's work**
_____ **receiving directions and supervision from others**
_____ **listening to others**
_____ **helping or performing services for others**
_____ **persuading others**
_____ **competing with others**

I like to work with:

_____ **a great variety of different tasks or activities and rapid or unpredictable changes of activities**
_____ **a limited number of tasks which remain similar and predictable over time**

I would like to work where:

_____ **my tasks are clearly structured and I know exactly what is expected**
_____ **I can set my own problems and figure out my own way to solve them**

I would like to work:

_____ **flexible and irregular hours**
_____ **regular hours**

I would like to work:

_____ **indoors**
_____ **outdoors**

I would like to work:

_____ **in the city or the suburbs**
_____ **in the country or rural areas**

I would like to be able to work in:

_____ **the area where I live now or a particular geographic area**
_____ **many different areas of the U.S., possibly moving from place to place**

When I think about paid work, the two values which are most important to me are:
(Put a "1" beside the one which is most important and a "2" beside the one which is next important.)

_____ **interest**
_____ **security**
_____ **high pay**
_____ **prestige**
_____ **serving others or contributing to society**
_____ **independence**
_____ **excitement**
_____ **freedom to do things other than my paid work**
_____ **other:** _____

Your answers to questions like these won't tell what specific occupations might interest you; they will tell you what things you should look for when you explore occupations and consider specific choices. Answering questions like these carefully can help you to make a career decision which is right for you — one which is based on your own needs rather than on sex stereotypes.

Exploring a variety of occupational choices:

Just as you need to identify your general occupational interests and the characteristics you want in your paid work, you also need to explore a wide variety of occupations to determine which ones may meet your needs

A few of the many different occupations in today's paid work force are listed on the following page — some are traditional for females, some for males, and some for persons of both sexes. (Many of these occupations may be entered through training in vocational education programs.) Read each one and:

- see if you can list one specific duty done in each job
- indicate whether or not you might like to try this job
- indicate why you think you would or would not like to try it

When I Grow Up I Want to Be A . . .

Occupation	One duty involved in this occupation is:	I would/would not like to try this occupation:	I would/would not like to try this occupation because:
farmer			
florist			
forest ranger			
car salesperson			
lawyer			
hotel manager			
insurance agent			
real estate agent			
dental assistant			
nurse			
practical nurse			
doctor			
x-ray technologist			
interior decorator			
waiter/waitress			
computer programmer			
file clerk			
personnel worker			
secretary			
architectural draftsperson			
television cameraperson			
electrician			
environmental technician			
appliance repairperson			
commercial artist			
business executive			
child care worker			
police officer			
sheet metal worker			
auto mechanic			
carpenter			
plumber			
barber			
cosmetologist			
truck driver			
laboratory scientist			
teacher			

These are just 37 of the 35,000 occupations available today.

How many do you think you might be interested in?

Are you primarily interested in occupations which are traditional for persons of your sex? Why?

What occupations which are not traditional for your sex do you think you might like to try?

How much do you know about these occupations? Most people find it hard to identify the duties involved in each one without doing some research to find out. Many people may identify occupational interests or career goals on the basis of sex stereotypes without knowing much about the variety of jobs available and the specific duties of each. If you don't know the duties and activities involved in a job, you won't be able to decide whether it has the characteristics you want.

You may choose to "follow in your father's footsteps" or to do "the same work as all the women in your family" but before you decide, it's a good idea to explore a number of different occupational alternatives. It's even better if you make sure to explore alternatives which are both traditional and nontraditional for your sex. When you explore alternatives, you will need to find out specifics, not stereotypes.

Finding out about specific occupations:

When you have identified your general occupational interests and begin to consider a wide variety of occupations which may fit your interests and needs, you will probably find that you need to get more information about some of the occupations which interest you. It is important that you find out as much as you can about several occupations before you make any decisions.

You can find out about specific occupations in a number of ways:

- you can read and do research
- you can talk to your guidance counselor
- you can talk to workers who are already in the occupations which interest you
- you can take vocational education courses which introduce you to the skills you need for various occupations
- you can try to find part-time or cooperative work in jobs which interest you

Each of these methods can help you to find the paid work which is best for you. Each of them is one way to protect yourself from making decisions only on the basis of sex stereotypes. As you find out about specific occupations, make sure you look at occupations which are not traditional for your sex as well as some that are. What you find may surprise you; try it, you might like it!

Reading about specific occupations is probably one of the easiest ways to find out about them. There are many books which provide good information about different occupations; you can probably find a number in your school or public library. One book that's in most libraries is the *Occupational Outlook Handbook* published by the U.S. Department of Labor. It was revised a few years ago to eliminate most sex stereotypes. As you read, you'll see many photographs of women and men in occupations which are not traditional for their sex.

Whatever the books or pamphlets you use in your reading and research on different occupations, you will need to make sure that you get certain basic information about each occupation you consider. As you read, recording your answers to questions like those on the form below is a good way to check the completeness of your information about a particular occupation and to keep notes which may be useful to you in the future.

Evaluating Occupations: Checking the Basics

Name of Occupation

Nature of the Work

1. What are the major duties and activities of persons working in this occupation?

2. In what ways do workers work with people?

3. In what ways do workers use ideas and information?

4. What kinds of tools, equipment, or machinery are involved in this occupation?

Places of Employment

1. In which industries or job settings would persons within this occupation be employed?

2. Are persons within this occupation concentrated within certain geographical areas?

Training, Qualifications, and Advancement

1. What education and/or training is needed for entering the occupation?

2. What, if any, certification or licensing is required for entering or advancing in the occupation?

3. What are the primary skills or abilities needed by persons in the occupation?

4. Where can the necessary training for entering this occupation be obtained?

5. What personal traits are needed by persons in the occupation?

6. What possibilities are there for increasing skills and abilities and advancing in the occupation?

Employment Outlook

1. What is likely to be the demand for services (employment potential)?

2. Would employment require a relocation to another geographic area?

Earnings

1. What range of wages or salaries can workers in this job expect?

   - at entry level

   - after years of experience

2. What fringe benefits (paid vacations, holidays, medical insurance, etc.) do workers in this occupation usually enjoy?

3. What payments in kind (discounts on merchandise, meals, housing, etc.) do workers in this occupation usually enjoy?

Working Environment

1. What working conditions (place of work, hazards, physical demands) are associated with this occupation?

2. Is traveling or moving frequently required?

Your Evaluation of the Occupation

1. What things would you like about this occupation?

2. What things would you dislike about this occupation?

You can also get good "on-the-spot" information by talking to workers who are already employed in the occupations which interest you. You might find it useful to set up an interview with someone whose job you think you might like. If so, you might ask them questions similar to those used in the following interview with the television cameraperson pictured below. (You can also ask yourself many of these questions to help you evaluate your vocational education courses or your part-time or cooperative work experiences to see what they suggest to you about your paid work career.)

Evaluating Occupations: Person to Person

Name of person being interviewed **Kim Gregory**

Occupation **TV cameraperson for a national network**

Job activities:

What type of activities do you do during a typical day?

Mostly I'm behind the camera. I'm one of the people who brings you the TV pictures you see. This is my first job with a national network, so most of my time is spent shooting shows which are videotaped and edited. I'm beginning to spend more time shooting "live" events such as talk shows, football games, and news coverage. I really enjoy working with the mobile unit outside the station offices but it's hard work. Using the studio equipment or the mobile equipment requires strength and energy.

What activities require most of your time?

A lot of my time is spent making sure that the camera is in the right position. I've tried to watch some of the more experienced camerapersons to see how they frame their TV shots. The best camerapersons don't have to rely on the director to tell them where to shoot, but can anticipate good shots and handle the camera work independently. I've been working very hard to improve my skills in shooting TV shows.

What projects or activities are you working on currently?

I have a regular assignment on a daily news show. In addition I've been filming a special project which features interviews with community leaders. This one takes a lot of my time.

Are most of your co-workers male? female? about equally male and female?

Mostly male but now we have three women who are camerapersons. Other women work in the sound engineering and production departments.

What are the average earnings of persons holding jobs like yours?

I earn about $265 a week plus a good amount of overtime. The union contract guarantees that in three years I'll be making $400 per week. This is more money than people in smaller stations earn.

What do you enjoy most about your occupation?

I really love it all. Being at the studio makes me feel part of something important. I love the technical work and I really feel that I'm where national news and events are happening. Also it gives me a chance to be creative — being able to pick my own shots makes it more than just a technical job.

What do you enjoy least about your occupation?

Sometimes I have to work overtime when it's not convenient, but I make overtime pay. It's also tiring work when I'm outside for long hours shooting a sports event.

Occupational Decisions:

How did you make your decision to become a TV cameraperson?

I was just fascinated by TV when I was growing up so I took electronics courses in school. One of my electronics teachers in school knew about a part-time job opening at a local TV station, so I took it one summer vacation to learn more about broadcasting. I got to know what people do in TV studios and things just went on from there. I watched different people and what they did and got to know what I liked.

What other occupations did you consider before deciding on this occupation? Why?

A secretary because it was what my mother did, but I really wasn't too interested in it. It was just the only thing I knew about.

What job-related things do you expect to be doing in the future?

I want to get out of the studio for more mini-cam work. I may also go back to school for more work in engineering so that I will know more about equipment maintenance, visual control, and audio control. The more skills you have, the more valuable you are to an employer. It gives you more flexibility.

If you were starting over, would you make the same occupational decision?

Absolutely. I love it. It's really exciting and I'm getting to be better at it all the time.

Occupational Problems:

What are the primary problems that you face in your job?

When I first started, a couple of the men said they'd never worked with women behind a camera. But I showed them I could do a good job and we're friends now. The only other problem is the amount of overtime work and work on weekends. You have to be able to adapt your life and to be available when you're needed.

What things have you found most helpful in meeting these problems?

Showing others that I'm interested and able to do a first-rate job. Having a husband who's flexible and who is good at cooking and taking care of the children makes life easier. It was hard for both of us at first, but with give and take we've been working things out.

Occupational Future:

What future developments do you see for persons who are in your occupation? Will jobs be available?

I think so. There are some new educational stations opening up now, and there are more opportunities in independent work — firms that make commercials, documentaries, and special shows. But the competition is pretty tight. It's especially hard to get beginning jobs in big cities. I started in my home town which was quite small and worked there for nearly five years before I got this job with the national network. The more different things you can do, the better your job opportunities will be.

What advice would you give someone like me who may be interested in the occupation?

Try to get part-time work in a radio or TV station. Take courses in electronics and engineering. Get to know people who work in studios.

Would you give me the same advice if I were a member of the opposite sex?

Sure; it's a great field for both women and men. As a woman you may have to work harder to get in but it's certainly worth it.

Considering occupations — how would they fit in your life?

Finding out about specific occupations — the activities they involve, the earnings they provide, their employment outlook for the future — provides you with the information you need to begin the most important step: considering the way various occupations mesh with your life. In choosing your paid work, you need to make sure that the characteristics of the job (the kinds of things you might examine using the checklist "Evaluating Occupations: Checking the Basics") are those which fit your values and needs (the choices you make on questions like those in "What Do I Want In A Job?").

In addition to considering the way an occupation itself fits your occupational interests, you also need to ask yourself whether an occupation fits your values and needs in other ways. For example:

- Is the training the occupation requires

  of a length which is workable for you?
  in a location which is workable for you?
  within your financial resources?

- Does the amount of working time required in an occupation leave you time for other activities which are important to you?

  _____ your family
  _____ recreation
  _____ church or community activities
  _____ other: _____
  _____ other: _____

It's probably very difficult to find an occupation which fits your needs and interests perfectly. Making decisions about your occupation means trying to find the *best* of your alternatives. Keep in mind that no job or career can meet *all* your needs; needs that you can't meet in a career you may be able to meet in your family or in your leisure time. Be flexible — try different alternatives; you may like them!

Getting More Information

What things can you do to get more information about paid work right now?

- You can begin by:

  going back to your answers to "When I Grow Up I Want To Be A . . .," selecting four occupations you thought you would like to try — two which are traditional for your sex and two which are not traditional — and reading about them in the *Occupational Outlook Handbook* (as you read about each occupation, keep a record of your findings by using the questions from "Evaluating Occupations: Checking the Basics")

- You can also:

  interview four workers — two of your sex, two of the opposite sex — about their jobs (use the questions that the interviewer asked Kim Gregory, the TV cameraperson; add others of your own)

  spend a day walking around your community or neighborhood; make a list of all the jobs you see women doing for pay and all the jobs you see men doing for pay (keep looking until you find two persons of each sex doing jobs you think are not traditional for their sex); if you can, arrange to spend some time "on the job" watching two persons of your sex, one doing a traditional job, the other a nontraditional one

Working Inside Your Home

How much do you know about working inside your home? What is involved in maintaining a home for yourself or for you and others? Can you do all the basic survival tasks necessary for living alone?

Can you do the things necessary to contribute to the well-being of those you live with? Does it make a difference whether you are a female or a male when you think about these questions?

Many people think of "work" as only that work which is done for pay outside the home. A second form of work which is equally important is the work which is done inside the home — preparing food, maintaining a safe and clean physical environment, ensuring that clothing is adequate and available, and working for healthy human relationships.

In the past, work outside the home was usually stereotyped as "masculine" while work done inside the home was stereotyped as "feminine." Today, just as ideas about the "right" jobs for women and men in the paid work force are changing, so are ideas about the "right" jobs for women and men inside the home. Now we recognize that both women and men need the skills to care for themselves and for their families if they are to live useful and full lives, lives which can be both interdependent and independent as the needs arise.

Learning how to care for ourselves, our families, and our homes takes work and effort. Both females and males should be prepared with the full range of skills they need for "home survival," for ensuring the well-being of themselves and the people around them.

How prepared are you?

Thinking About Your Work Inside The Home

How much have you thought about the work that you do or might need to do inside the home? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

Working Inside my Home: Where Am I Now?

I think I have:

_____ a good idea of all the tasks that go into running a home and caring for family members

_____ a general idea of what goes into running a home, but I really haven't thought much about it

I:

_____ accept a lot of responsibility for doing many different kinds of jobs around my home

_____ do jobs in my home mainly when someone tells me what to do

_____ rarely do work around my home

When I do work around my home, I do:

_____ work that helps me alone (cleaning my own room, fixing my own food, arranging my own entertainment)

_____ work that helps other members of my family (working in the yard, cleaning family rooms, fixing family food, arranging family fun)

I think that other members of my family:

_____ do more work than I do around the home

_____ do about the same amount of work around the home as I do

_____ do less work around the home than I do

Around my home, I do work which is:

_____ traditional for my sex

_____ nontraditional for my sex

_____ both traditional and nontraditional for my sex

If I had to take care of myself at home for a week I would:

_____ do a good job

_____ do all right

_____ have real problems

If I had to take care of other members of my family for a week I would:

_____ do a good job

_____ do all right

_____ have real problems

In my ideal family or home living situation:

_____ Men would do traditional "men's work" — working outside the home to support the family; working inside the home only to make electrical repairs, do heavy lifting, etc. Women would do traditional "women's work" — working primarily inside the home with full responsibility for cooking, cleaning, child care, etc.

_____ All family members would take turns doing all jobs inside the home; females and males would share all tasks.

_____ Family members would choose the jobs they wanted to do based on their interests and abilities.

I think that the best things about my ideal home living situation would be:

I think that the problems with my ideal home living situation would be:

If I were a member of the opposite sex, my ideal home living situation would be:

_____ the same as it is now

_____ the opposite of what it is now

Working Inside The Home: What Are Your Skills?

How good are you at the various tasks required for working inside the home? How many different things can you do? How well can you do them?

Some of the skills that are needed for work inside the home are listed below. Read each one and circle the number that you think reflects how you rate in that area.

Surviving at Home: What Are My Skills?

Skills related to:	My level of knowledge and skill is:				
	1 Pretty bad	2	3 Could get me through in a pinch	4	5 Great!
Food and Nutrition					
Planning nutritious meals	1	2	3	4	5
Preparing nutritious meals	1	2	3	4	5
Budgeting and buying food	1	2	3	4	5
Clothing and Textiles					
Planning a wardrobe	1	2	3	4	5
Selecting good quality, economical clothes	1	2	3	4	5
Caring for and repairing clothes	1	2	3	4	5
Sewing or designing clothes	1	2	3	4	5
Housing and Home Furnishing					
Selecting appropriate housing	1	2	3	4	5
Budgeting for housing and utilities	1	2	3	4	5
Selecting appropriate furnishings	1	2	3	4	5
Caring for home furnishings	1	2	3	4	5
Making home repairs	1	2	3	4	5
Family Living					
Maintaining positive interpersonal relationships	1	2	3	4	5
Caring for and guiding growing children	1	2	3	4	5
Planning my own growth and development	1	2	3	4	5
Supporting the growth and development of other members of my family	1	2	3	4	5

Thinking About Your Skills

Review your ratings on the checklist; see if you can see patterns that might limit your survival.

In what areas are you strongest?

In what areas are you weakest?

Do your patterns suggest sex stereotyping?

Could you live alone and take care of yourself if you had to?

Could you take care of people dependent upon you if you had to?

What new skills do you need to learn?

What skills could you learn in vocational education courses which are not traditional for your sex?

Getting More Information

Learning more about the tasks involved in running a home and getting more information about your own skills and knowledge begins (where else?) at home.

You can:

- spend a day with your mother (or another adult female) while she works in or around the home or for the family and make a list of every task she does and how long it takes her to do it
- spend a day with your father (or another adult male) while he works in or around the home or for the family and make a list of every task he does and how long it takes him to do it.
- organize a job try-out week at your home: get all your family members (or all the people who live in your home) to make a list of all the work that needs to be done in or around the home or for the family (be sure to include such things as child care, driving people to the dentist, etc.), then assign jobs so that every one gets a chance to try every job or to try at least three jobs she or he hasn't done before. (While there may be people in your house who are too young to do certain jobs safely — a four year old can't drive a car or work on a stove — make sure that other people are not excused from trying jobs because of their lack of experience or because of stereotyped ideas of "women's work" or "men's work.")

It's very important that before you do any of these things you talk to your family members and explain what you are doing and get their permission. One important part of working inside your home is maintaining positive interpersonal relationships. If you explain to your family that you're trying to get information about the skills that go into running a home (not grading them on their performance of various tasks) and gain some new skills yourself, you'll probably find them willing to help. Keeping this in mind, try it — and see if you like it.

Exploring Vocational Education

What can vocational education do for you? Can it help you to pursue new interests? To gain skills you might use in paid work outside your home? To gain skills you need to work inside your home? Can you get what you need in vocational education courses which are not traditional for your sex?

So far in this booklet there has been much discussion of the changing roles of women and men and of the importance to both females and males of trying new things.

If you've come this far, you've had a chance to examine your own sex stereotyped patterns and the ways in which you may be limited by them. You've had opportunities to identify skills that you may wish to learn or experiences you may wish to have in areas which are not traditional for your sex. You have reexamined:

- your interests
- the role of paid work in your life
- your skills for working inside your home

You may have been learning sex stereotypes for many years; now suddenly you have old ideas to unlearn, new possibilities to explore, and new skills to learn. Where can you get help in trying new things and in learning the skills you need as you move into new areas?

One place to begin is in vocational education.

Have you explored the vocational education resources which are available to you?

Have you tried vocational education courses which are not traditional for your sex?

Have you identified vocational education courses which can meet your needs?

Identifying Your Vocational Education Resources

As you begin to identify new interests you would like to explore, occupational areas with which you would like to become more familiar, and personal "survival" skills you would like to gain, it is important that you begin to identify the resources which may be available to help you meet your needs. In many schools and communities, vocational education courses and programs provide such resources.

How familiar are you with the vocational education resources available in your school or community? Your answers to the questions below may give you some idea.

Vocational Education: Do I Know My Resources?

I have:

_____ never taken a vocational education course

_____ taken the basic vocational education course which is traditional for my sex (e.g., home economics for females, industrial arts for males)

_____ taken a number of vocational education courses which are traditional for my sex

_____ taken a variety of different vocational education courses, both traditional and nontraditional for my sex

I think that I am:

_____ not very familiar with the vocational education resources available in my school or my community

_____ aware of a few courses or programs in vocational education in my school or community

_____ knowledgeable about the vocational education programs in my school or community, both those which are traditional for my sex and those which are not traditional

Based on what I know about vocational education programs, I think that:

_____ vocational education is not for me

_____ vocational education courses can help me to learn skills in which I am interested

_____ vocational education courses can help me prepare for my paid work career

_____ vocational education courses can help me to gain skills for working in my home

_____ I can combine vocational education courses with other courses I want to take

I can list the following vocational education courses which are available in my school or community:

courses which are traditional for my sex —

courses which are not traditional for my sex —

There are approximately _____ different program areas (major subjects which may be studied) in vocational education throughout the country.

a. 35 b. 90 c. 150

How well did you know your vocational education resources? Did you know that there are over 150 different course or program areas offered in vocational education throughout the country? How many were you able to identify in your school or community? Could you identify areas both traditional and nontraditional for your sex?

If you are not too familiar with the vocational education resources in your community, you are missing an opportunity to identify resources which might be useful to you. Before you decide whether or not vocational education courses which are not traditional for your sex (or those which are traditional) can meet your needs, you have to know about the programs which are available.

If you've never taken a vocational education course, you may not have much information about what vocational education can do for you. Remember, it can help you to:

- pursue personal interests in a variety of different practical areas
- gain skills for meaningful paid work outside your home in a variety of different occupations
- gain skills for personal "survival" and contribution to the maintenance of your home and family

If you're only familiar with vocational education courses which are traditional for your sex, you're missing half the story.

Vocational education changes rapidly — it can change as new technology becomes available or demands for skilled personnel for particular jobs rise or fall in a region. One of the most exciting changes occurring in vocational education now has to do with the opening of traditionally single-sex programs (programs that were traditionally "all female" or "all male") to students of both sexes.

Since 1972, Federal law has made it illegal for schools to offer separate or different courses or programs for females and males (including courses or programs of vocational education). (The law which does this is Title IX of the Education Amendments of 1972.) A Federal law passed in 1976 requires many schools to begin programs to encourage both females and males to enroll in vocational education programs which are not traditional for their sex. (The law which does this is Title II of the Education Amendments of 1976.) Some schools offer special courses on the changing roles of women and men at home and in the paid work force; many schools are beginning to develop special recruitment or counseling programs for students who are considering nontraditional courses in vocational education.

Investigate what your school or community may be doing in this area. You should be able to find out by asking your guidance counselor or by talking with the instructor of a vocational education course.

Vocational Education: Investigating The Possibilities

As you take steps to find out more about the vocational education resources available in your school or community, you will need to examine specific courses and program areas and to decide which ones may best fit your needs. As you do this, you should remember to keep checking yourself to make certain that you aren't limiting your exploration based on sex stereotyped ideas.

There are eight major categories of vocational education programs; in spite of our changing understandings of female and male roles, seven of the eight categories show some sex stereotyping in the percentages of females and males enrolled in each. Consider the enrollments of females and males in the eight areas in 1972 and in 1976 (you saw some of the 1976 figures before on page 5 of this booklet):

	1972 enrollment		1976 enrollment	
Vocational Education Program Category	% **female**	% **male**	% **female**	% **male**
Agriculture	5.4	94.6	11.3	88.7
Distribution	45.3	54.7	48.0	52.0
Health	84.7	15.3	78.7	21.3
Consumer and Homemaking	92.1	7.9	83.2	16.8
Occupational Home Economics	86.1	13.9	84.7	15.3
Office	76.4	23.6	75.1	24.9
Technical	9.8	90.2	11.3	88.7
Trade and Industrial	11.7	88.3	12.7	87.3

What do you notice about the patterns of these figures? Remember that if females and males were enrolling equally in the program areas, the percentages would be 50 percent female and 50 percent male. An enrollment which is 90 percent female or 90 percent male shows quite a bit of sex stereotyping.

In what area are the female and male enrollments most balanced (least sex stereotyped)?

In what area(s) are females enrolled most frequently?

In what area(s) are males enrolled most frequently?

Why do you think these patterns exist?

Did you notice that:

- In all program areas, enrollments have become somewhat less sex stereotyped between 1972 and 1976, but in some program areas the change was fairly small.
- Females enroll most frequently in the program areas which are traditionally "feminine" — health, homemaking, home economics, and office occupations.
- Males enroll most frequently in the program areas which are traditionally "masculine" — agriculture, technical occupations, and trades and industries.
- The occupations for which females prepare in vocational education tend to be lower-paying than those in which males prepare.
- The only area in which enrollments are almost balanced is distribution, where the enrollment in 1976 was 48 percent female and 52 percent male. In many of the other areas the enrollments are extremely out of balance — between 75-90 percent female or male.

These stereotyped enrollments in vocational education programs discourage both females and males from gaining the variety of skills they need (skills for work both inside and outside the home) and exploring a full range of possible interests. These stereotyped enrollments also limit the opportunities of females for employment in many well-paying jobs.

As you explore vocational education courses which may meet your interests and needs, make sure you consider courses and programs which are not traditional for your sex as well as those which are traditional. Watch for stereotyping in courses within the same program area: for

example, if you are interested in training in distribution and marketing, don't assume that if you are a female you should limit youself to courses in retail clothing sales while males take courses in transportation. If you choose courses or programs traditional for your sex, make certain that your choice is based on your own interests or needs, not on sex stereotypes.

Choosing well among the many vocational education courses which may be available to you requires not only a knowledge of your own interests and needs and a willingness to consider alternatives which are not traditional for your sex — it also requires that you become familiar with the purposes of a variety of particular courses and the skills which may be learned in each. Only with this kind of specific knowledge about vocational education courses can you select those which best meet your needs.

You can begin to check how much you know about specific vocational education alternatives by using the checklist below. The checklist contains a number of course titles from each of the eight major vocational education program areas. Some of the courses are traditional for males and some are traditional for females. Read each course title and indicate whether you would or would not like to try a class on that subject; then see whether you can identify a skill which might be learned in the course and the type of work (inside or outside the home) that a student might be prepared to do after completing the course.

Vocational Education: Considering Some Alternatives

	I would/would not like to try a class in:	I would/would not like to try this class because:	One specific skill that a student might learn in this class is how to:	After completing a program in this area, a student might be prepared to:
Vocational education area				
Agriculture				
Agriculture production				
Agriculture supplies and services				
Ornamental horticulture				
Forestry				
Marketing and Distribution				
Advertising services				
Auto sales				
Floristry				
Food merchandising				
Recreation and tourism				
Transportation				
Health Services				
Dental lab technology				
Nursing (associate degree)				
Environmental health technology				
Medical emergency technology				

Vocational Education: Considering Some Alternatives (Cont.)

Vocational education area	I would/would not like to try a class in:	I would/would not like to try this class because:	One specific skill that a student might learn in this class is how to:	After completing a program in this area, a student might be prepared to:
Consumer and Homemaking				
Comprehensive homemaking				
Family relations				
Clothing and textiles				
Food and nutrition				
Housing and home furnishings				
Singles living				
Child development				
Office Occupations				
Accounting				
Computer technology				
Office machines				
Stenography				
Typing				
Trades and Industry				
Air conditioning				
Appliance repair				
Auto mechanics				
Body and fender repair				
Commercial photography				
Carpentry				
Electricity				
Masonry				
Plumbing and pipefitting				
Sheet metal and welding				
Barbering				
Cosmetology				
Law enforcement training				
Upholstery				
Woodworking				

Now review your answers. What patterns do you see?

In what area(s) did you find the greatest number of courses which might interest you?

In what areas did you find yourself most familiar with the types of skills which might be gained from the courses listed?

Were you most likely to be interested in the areas about which you know most?

Do your interests and knowledge reflect patterns which are traditional for your sex?

In what courses which are not traditional for your sex are you most interested?

What program areas would you like to investigate further?

The course titles which appear on the checklist suggest just a few of the many different kinds of courses which may be available to you in the vocational education programs in your school or community. As you begin to consider specific vocational education courses which may meet your needs, make sure that you consider courses from each of the eight major program areas (courses which are both traditional and nontraditional for your sex), and that you get as much information about the skills you might learn in each before you make your decision.

Vocational Education: What's Right For You?

The most important step in exploring vocational education resources is selecting the courses or programs which will be best for you. To do this, you need to review your interests and needs, to set priorities regarding the interests you hope to explore or the needs you hope to meet first, to review the actual vocational education alternatives which are open to you, and finally, to match all these factors in the best way you can.

As you pull all these things together, you might go through a process similar to the one suggested below. As you work through the questions below, it may help you to go back through this booklet and review your answers to many of the earlier questions.

Trying It Out: Planning for My (Nonsexist?) Vocational Education

1. The interests that I would like to explore through vocational education programs are:

   The vocational education courses I could take to do this are:

2. The occupational areas that I would like to explore through vocational education programs are:

   The vocational education courses I could take to do this are:

3. The personal survival/home work skills that I would like to gain through vocational education programs are:

   The vocational education courses I could take to do this are:

4. The two vocational education courses I would most like to take are:

5. I think these choices are right for me because:

6. I think that my choice is/is not nonsexist because:

Getting More Information

How can you find out about the vocational education programs and courses which are actually available to you in your own school or community?

You can begin by:

- reviewing catalogs or course descriptions of vocational education programs in your school or community

- talking to guidance counselors or vocational counselors in your school or community about:

  your interests and the ways that they might be met in vocational education courses in your school or community

  the skills you might like to gain for working inside and outside your home and the vocational education courses or programs which might help you to learn these skills

  the programs which may be available in your area to overcome sex stereotyping in vocational education and to encourage students interested in vocational education courses which are not traditional for their sex

- talking to vocational education instructors about the courses they offer and your interests in various vocational education program areas

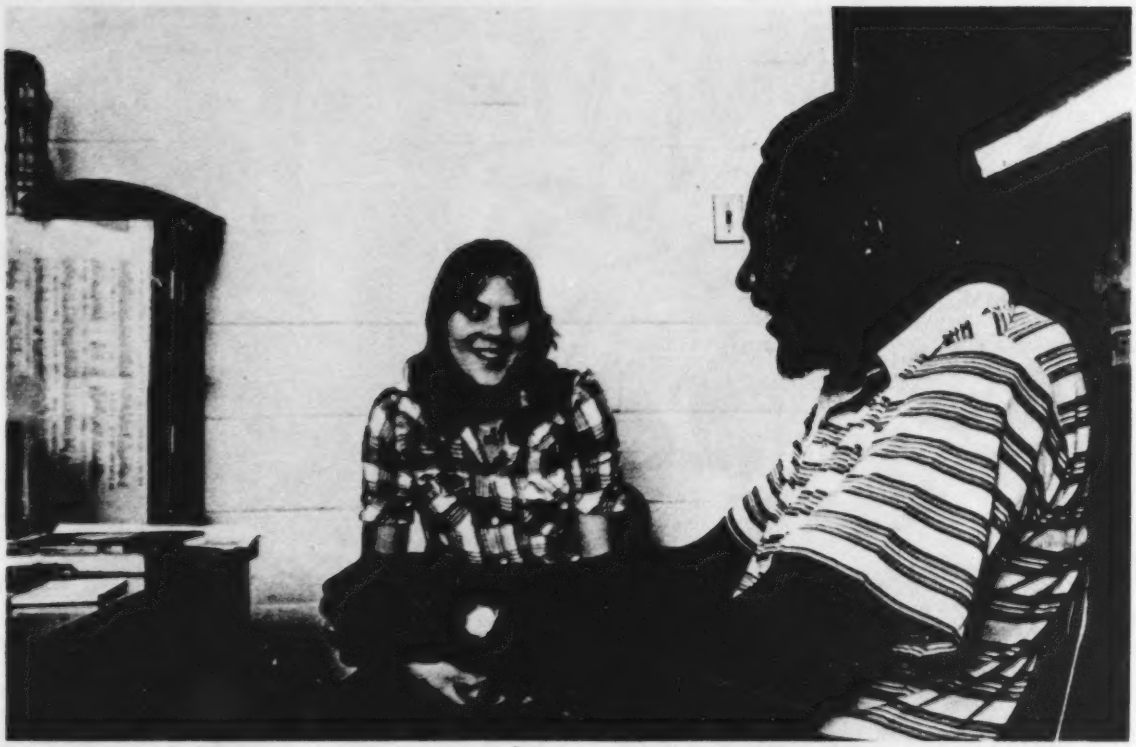
- talking to your friends who take vocational education courses about the courses they are familiar with and what these courses offer

You can also:

- work to set up a vocational education "try-out week" in your school; many schools now offer "try-out" programs in which all students (females and males) attend short introductory sessions of different vocational education courses to learn what is offered in each one (in these try-out sessions, females and males can get a good look at new areas which may not be traditional for their sex)

Knowing Your Legal Rights

Taking vocational education courses which are not traditional for your sex or seeking employment in jobs which are nontraditional for your sex are your choices. They are also your legal rights. Do you know your legal rights in these areas and how to protect them?



Many changes have occurred in our ideas about "women's work" and "men's work." Now, most people recognize that both females and males will need to work both inside and outside the home. No longer do most people hold stereotyped ideas about the "right" interests, careers, and education for females and males.

Sometimes, however, change is uneven. Each of us may encounter people whose sex stereotyped ideas have not changed, or we may find ourselves in institutions (such as schools or places of employment) which still treat people differently on the basis of sex (or race, or handicap). Some people or institutions may do this deliberately, others because they simply haven't thought about changing their old habits. Whatever the reason, treating people differently in schools or in employment on the basis of their sex, race, or handicap is discrimination and it is illegal.

As you begin to think about taking vocational education courses or looking for paid work in areas which are not traditional for your sex, you need to be prepared to recognize and overcome discrimination.

Do you know your legal rights to nondiscrimination in schools and employment?

Do you know the steps you can take to protect your rights?

Your Legal Rights: What Are They?

Regardless of your sex, your race, or handicaps which you may have, you have the right to equal opportunity in education and employment. However, if you are to be able to take full advantage of the education and employment opportunities which may be available to you, you must make sure that you are able to protect your rights. To protect your rights to equal opportunity, you will need to:

- know the laws which protect you from discrimination and guarantee your right to equal opportunity
- be able to recognize when you are being discriminated against illegally or treated unfairly on the basis of your sex, your race, or handicap
- know the steps to take when you believe that you are being discriminated against or that your legal rights are being violated

Can you recognize examples of discrimination? Listed below you will find twelve examples of situations which might be faced by individuals in school or employment. Can you tell where legal rights are being violated? (Remember that treating people differently on the basis of sex, race, or handicap is a violation of Federal — and sometimes State — laws.) Read the examples below and mark an "X" next to those which you think illustrate illegal discrimination. If you think that the situation is not illegal, do not make any mark in the blank.

My Legal Rights: Recognizing Discrimination

It would be illegal discrimination if:

1. _____ females were not permitted to enroll in a beginning carpentry class because of their sex
2. _____ males were required to have written permission from their parents before enrolling in a child development course while females could enroll without written permission
3. _____ a student were not allowed to join the Future Farmers of America because she would be the only female in the chapter
4. _____ males in a home economics class were always required to clean up the garbage and sweep the floor while females were always required to do the dishes
5. _____ a female were refused entrance into a cooperative employment program in electronics because the cooperating employer didn't want to work with women
6. _____ all Black students were assigned to a foods management course with a Black teacher while all white students were assigned to a foods management course with a white teacher
7. _____ a Chicana female working in the school cafeteria were paid less than a white male for doing the same job
8. _____ a male in a wheelchair were not allowed to take a typing course because of his handicap
9. _____ students were required to complete a particular math course before enrolling in an electronics program
10. _____ a Black woman were not allowed to enter an apprenticeship program in the building trades because there were no other women in the union
11. _____ males were not allowed to sign up for baby sitting jobs with the school employment service
12. _____ a female were not allowed to apply for a job as an industrial arts teacher because it would look funny to have a woman in the shop

Look over your answers. Remember that "X's" should appear in front of the examples in which you believe people were denied equal opportunity because of their sex, race, or handicap. Now, turn to the next page to find our how well you did — how well you recognized discrimination.

Your Legal Rights: Checking the Answers

Recognizing discrimination in situations where you or others may be treated differently because of your race, sex, or handicap is an important skill. It is also important to know the specific Federal laws which protect your right to nondiscrimination and the steps you can take to correct discriminatory situations or actions. As you read through the listing of Federal laws below, see if you can identify which laws would apply to the situations given on the previous page.

Four Federal laws provide the basic protections from discrimination for persons in schools and jobs. Under these laws it is illegal for any person to be kept out of schools, classes, or jobs, or to be treated or paid differently because of race, national origin, sex, or handicap once admitted to schools, classes, or jobs.

The laws that provide these rights are:

Title VI of the Civil Rights Act of 1964 — Title VI makes it illegal for schools which receive Federal funds to discriminate on the basis of race or national origin in the admission or treatment of students. Under this law, students may not be denied admission to schools or courses or treated differently in course or class assignments, disciplinary measures, counseling practices, extracurricular activities, honors, or awards on the basis of race or national origin. For example, if you are a Black student, you may not be required to attend Black schools, be assigned to groups which are limited to Black students, or be given different assignments or tests than students of other racial-ethnic groups.

Title IX of the Education Amendments of 1972 — Title IX makes it illegal for schools which receive Federal funds to discriminate on the basis of sex in the admission of students to most schools, in the treatment of students in educational programs, and in employment practices. For example, if you are a female you may not, because of your sex, be denied admission to classes, denied participation in school-sponsored groups or activities, given different assignments than males are given in classes, or be denied participation in classes or activities due to marriage or pregnancy. Title IX protects both females and males from being discriminated against on the basis of sex.

Title VII of the Civil Rights Act — Title VII makes it illegal for employers with fifteen or more employees to discriminate on the basis of race, national origin, or sex in most employment practices. Members of minority groups or women cannot be treated differently than others in job recruitment, hiring, promotion, wages, or fringe benefits. Under Title VII it is illegal for employers to ask female applicants questions about their marital status when interviewing them for employment, to pay female workers less than they pay male workers for equal or comparable work, or to deny female employees opportunities for promotion.

Section 504 of the Rehabilitation Act of 1973 makes it illegal for schools and employers receiving Federal funds to discriminate on the basis of handicap in the admission or treatment of students, or in most employment practices. Schools must be set up in such a way as to allow handicapped students to participate with other students in schools, classes, or activities from which they can benefit.

Now look again at your answers to the questions listed on page 49. All of the situations involved some form of illegal discrimination except the example in which students were required to complete a math course before enrolling in an electronics program. If this were required of all students enrolling in the course, it would not represent any form of discrimination based on race, national origin, sex, or handicap.

Examples 1, 2, 3, 4, 5, 7, 10, 11, and 12 would be violations of Title IX of the Education Amendments of 1972. Example 6 would be prohibited by Title VI of the Civil Rights Act. Examples 7, 10, and 12 would be prohibited by Title VII of the Civil Rights Act, and Example 8 would be prohibited by Section 504 of the Rehabilitation Act. Notice that some of the examples are covered by more than one Federal law.

How well did you do?

Protecting Your Rights: Identifying Possible Discrimination in Your School

Sometimes illegal discrimination isn't limited to examples on a printed page — sometimes it can exist in your own school or community. It may be present without anyone intending it, but even if it's unintended it may limit your opportunities or the opportunities of other people around you. To protect your opportunities, you should work to become aware of the ways in which people in your school or your community may be discriminated against or treated differently due to sex, race, or handicap. Identifying discrimination is the first step in correcting it.

Some of the questions you might use to identify sex discrimination in vocational education and student employment practices in your school are listed below. (You may ask similar questions to identify discrimination based on race or handicap.)

Is There Sex Discrimination in Your School?

The following questions apply to all vocational education courses or programs:

- Are graduation requirements the same for females and males?
- Do course descriptions or catalogues make it clear that all courses are open to students of both sexes?
- Are female and male students assigned to vocational education course sections or groupings on a coeducational basis?
- Are classroom assignments and requirements made on the basis of the interests or needs of students rather than on the basis of sex?
- Are female and male students evaluated in the same ways on course and classroom performance?
- Do all counselors encourage all students to make course and personal decisions on the basis of their individual abilities, interests, and values rather than on the basis of sex?
- Are on-the-job training assignments made without regard to sex of the student?
- Are all school listings of jobs or referrals of students to employers made without regard to sex?
- Are all benefits (insurance, scholarships, awards) available to female and male students on an equal basis?
- Are extracurricular activities or school-sponsored events open equally to female and male students?

These questions apply only to those situations in which a district/area has a separate school of vocational education:

- Are admissions requirements to schools of vocational education the same for females and males?
- Are all admissions decisions made without reference to any rule which considers the marital or family status of females without making similar reference to the marital status or family status of males?
- Are admissions forms or inquiries free from questions about the marital or family status of applicants?
- Are recruitment efforts of vocational education schools made without regard to sex?

If your answer to any of the questions is "no," your school may be in violation of Title IX. If you think this may be true, you need to begin to think of the actions which may be taken to correct the situation.

Protecting Your Rights: Taking Action

If you find evidence of some form of discrimination, it is important that you carefully consider the actions which are available to you to correct the discrimination. Remember that discrimination is seldom a deliberate effort to deprive you or your friends of their rights. It is often the result of someone's lack of awareness of the laws and changes which are required by the laws.

The first action which you should consider taking to correct the discrimination is to talk to an instructor or a staff member who has the responsibility for the areas involved in the potential violation of the law. If the staff member is concerned about sex discrimination (or discrimination on the basis of race or handicap), you will probably get a fair hearing and the matter will be resolved. Don't be afraid to talk things over. Express how you feel and listen to what the staff member has to say. Most instructors and staff are interested in you and honestly want to help students.

There may be instances, however, where this approach won't work. You may be acting reasonably and responsibly and finding out that nothing is happening. In this case, you may want to consider taking some other action. Some of the other actions you may wish to consider include:

- **Contacting the Title IX coordinator for your school or institution.** Every school district or institution must appoint an employee to coordinate activities related to achieving compliance with Title IX. This person should be able to give you information regarding the specific steps you can take if you believe that you have been discriminated against on the basis of sex. She or he may also refer you to persons who can assist you if you believe you have been discriminated against on the basis of racial-ethnic group or handicap.
- **Filing a grievance indicating the way in which you feel that you have been discriminated against.** Under Title IX and Section 504 students and employees must be provided a grievance procedure for resolving problems involving possible discrimination on the basis of sex or handicap. Although it is not required by Federal law, many schools extend these procedures to complaints on the basis of race or national origin. Copies of the grievance procedures should be available to students or employees, or you may contact the Title IX coordinator for further information.
- **Filing a complaint with the Federal agency which has responsibility for enforcing the law which you believe has been violated.** Complaints should include:
  - Name and address of the person filing the complaint
  - Person or group whom you believe had been discriminated against
  - Names and addresses of the injured parties if there are three or less
  - Name and address of the school and the district offices
  - The date or approximate date of the discriminatory act
  - Any other information you think is important to helping people understand your complaint

  Complaints involving violations of Title IX, Title VI, or Section 504 are handled by the Office for Civil Rights, Department of Health, Education, and Welfare (contact a regional office or write to 330 Independence Avenue, S.W., Washington, D.C. 20201).

  Complaints involving violations of Title VII are handled by the Equal Employment Opportunities Commission (contact a regional office or write to 2401 E Street, N.W., Washington, D.C. 20506).

  Complaints may be filed with Federal agencies with or without using the local grievance procedures.
- **Contacting your State department of vocational education.** Each state must have at least one employee who works to overcome sex bias in the vocational education programs in the State. You may obtain information from this person by writing to the State vocational education agency. Information about this agency may be obtained by writing to your State capitol.

Knowing how to protect your rights is one way you can help expand equal opportunity for all students and employees. Even if you do not know of any specific examples of discrimination in your school, find out how problems of discrimination may be handled in your school, district, or institution when they occur. Try it; you'll like knowing about your rights and the rights of others.

Getting It All Together

Many people can tell you about the importance of:

- exploring your interests
- preparing yourself for work outside the home
- preparing yourself for work inside the home
- exploring vocational education resources
- knowing your legal rights

Only you can do it.

It takes some work, but it can help you to put together the life which is best for you. **Whether you are female or male, making the most of your life is up to you — make sure that you think about what is important to you, that you explore alternatives for achieving your goals, and that you take the steps that you need to build the life you want.**

Try It! You'll Like It!

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